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ABSTRACT

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with coordinating on-the-job instruction. Addressed in the individual learning experiences which comprise the module are the following topics: the purposes and the type of planning required for coordinating and supervising on-the-job instruction, planning a schedule for coordination visits, making and recording observations and recommendations, critiquing the performance of a teacher-coordinator, and coordinating on-the-job instruction in an actual teaching situation. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

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Coordinate On-the-Job Instruction

Second Edition

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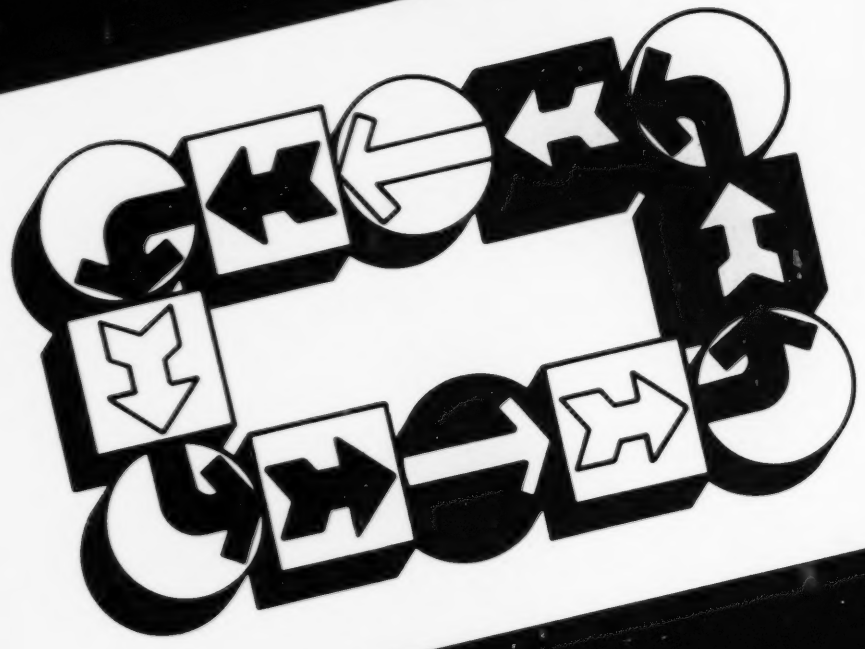

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

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MODULE J-7

Coordinate On-the-Job Instruction

Second Edition

Module J-7 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

When you have established policies and criteria for your cooperative vocational education program, identified training stations and students who will participate in the program, and placed students on the job, you have completed your initial coordination tasks.

Then, once you have students placed in training stations, your major responsibilities involve (1) **supervising** and evaluating the students' on-the-job instruction, (2) **providing related-instruction** classes for your students, (3) **coordinating** students' experiences on the job with their experiences in school, (4) **evaluating** student progress, and (5) **providing assistance** as needed to students and on-the-job instructors.

This module covers the first of those responsibilities: supervising and evaluating the students' on-the-job instruction. This supervision is provided primarily through coordination (or supervisory) visits that you make to the training stations. Such visits are essential, but in order for them to be effective, you must first do some careful planning. The quality of the educational experiences that a student has in the on-the-job training situation is directly related to the quality of the supervision that you, as the teacher-coordinator, provide.

This module is designed to help you develop overall competency in planning and providing the necessary coordination and supervision to ensure that the students' experiences on the job are productive and that they help them to meet their career goals. Other modules in Category J cover the remainder of those major coordination responsibilities, specifically:

- *Develop the Training Ability of On-the-Job Instructors,* Module J-6
- *Evaluate Co-op Students' On-the-Job Performance,* Module J-8
- *Prepare for Students' Related Instruction,* Module J-9

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ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, coordinate on-the-job instruction. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 73–74 (*Learning Experience V*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes of and the planning required for coordinating and supervising on-the-job instruction (*Learning Experience I*).
2. Given a case problem containing data on the job placement locations and schedules of students in a cooperative program and data on the teacher-coordinator's schedule, plan a schedule of coordination visits (*Learning Experience II*).
3. Given data on a hypothetical student and his training station situation, make and record observations and recommendations (*Learning Experience III*).
4. Given a case study describing how a teacher-coordinator handled a coordination visit, critique the performance of that teacher-coordinator (*Learning Experience IV*).

Prerequisites

To complete this module, you will need to coordinate and supervise the on-the-job instruction of students who have been **placed** at training stations and whose on-the-job training has been structured through the development of **training plans**. If such a situation has **not** been established, meet with your resource person to determine what method you will use to gain the skills needed to actually place a student in a training station. One option is to complete the following series of modules:

- *Establish Guidelines for Your Cooperative Vocational Program,* Module J-1
- *Enroll Students in Your Co-op Program,* Module J-3
- *Secure Training Stations for Your Co-op Program,* Module J-4
- *Place Co-op Students on the Job,* Module J-5

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. ED 037 564

Reference: Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education and Work Experience in the Curriculum.* Third Edition. Danville, IL: The Interstate Printers and Publishers, 1981.

Reference: Uthe, Elaine F.; Litchfield, Carolyn; and McElroy, Jack. *Kentucky Cooperative Vocational Education Coordinator's Handbook.* Lexington, KY: University of Kentucky, Department of Vocational Education, 1979.

Reference: Cooperative Vocational Education Guide for Coordinators and Administrators. Honolulu, HI: University of Hawaii, Community College System, 1978. ED 164 077

Reference: Mitchell, Eugene F. *Cooperative Vocational Education: Principles - Methods - Problems.* New Edition. Boston, MA: Allyn & Bacon, 1977.

Reference: Wanat, John A., and Snell, Margaret A. *Cooperative Vocational Education: A Successful Education Concept. How to Initiate, Conduct and Maintain a Quality Cooperative Vocational Education Program.* Springfield, IL: Charles C. Thomas, 1980.

A cooperative education coordinator's guide, produced in your own state, that you can review.

A teacher-coordinator, experienced in planning and conducting coordination visits, whom you can interview.

Learning Experience II

Required

A resource person to evaluate your competency in scheduling coordination visits based on given data.

Learning Experience III

Required

Cassette tape: Uthe, Elaine F., "Wayne in a Job Situation," Part II-E of *The Cooperative Vocational Program: Instructional Planning* developed at the Michigan State University, 1972 (required only if you choose not to read the printed case script).

Cassette tape recorder to use in listening to the tape recording of Wayne in the job situation (required only if you choose not to read the printed case script).

Learning Experience IV

No outside resources

Learning Experience V

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can coordinate on-the-job instruction.

A resource person to assess your competency in coordinating on-the-job instruction.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program that were developed as part of a project at Michigan State University is available from AAVIM.

NOTES

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the purposes of and the planning required for coordinating and supervising on-the-job instruction.

You will be reading the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 8–22.

You may wish to read related material in one or more of the following supplementary references: *A Guide for Cooperative Vocational Education;* Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum,* Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook; Cooperative Vocational Education Guide for Coordinators and Administrators;* Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems;* Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept;* and/or a guide to cooperative education produced in your own state.

You may wish to interview a teacher-coordinator experienced in planning and conducting coordination visits.

You will be demonstrating knowledge of the purposes of and the planning required for coordinating and supervising on-the-job instruction by completing the Self-Check, pp. 23–25.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 27–28.

Activity 1

In coordinating and supervising on-the-job instruction, you will need to carefully plan and carry out a series of coordination visits. For information on how to schedule, prepare for, and conduct these visits, read the following information sheet.

COORDINATING AND SUPERVISING ON-THE-JOB INSTRUCTION

As a teacher-coordinator in a cooperative vocational education program, one of your major responsibilities is to make each student's on-the-job training an effective learning experience. You can accomplish this through a system of regularly scheduled **coordination** (supervisory) **visits** to each training station in which students are placed for on-the-job instruction.

During these coordination visits, you can work with students, on-the-job instructors, and/or employers to solve problems, plan training activities, evaluate training station adequacy or student progress, and ensure that the total co-op program is helping students to achieve their career goals.

Purposes of Coordination Visits

For each coordination visit to be most effective, the visit must have a **purpose**. Because of the varied activities involved in a co-op program, there are a number of specific reasons for you to make coordination visits.

In the early stages of the program, you will need to make coordination visits to accomplish the following types of organizational tasks:

- Ensuring that training station personnel understand the philosophy, goals, and workings of the co-op program
- Ensuring that training station personnel understand their role in the program
- Ensuring that training station personnel understand your role in the program and the function of related in-school classes
- Working with training station personnel to ensure that the firm meets the legal requirements of a training station
- Working with training station personnel in developing a training plan for each student assigned to that station
- Providing assistance to on-the-job instructors in order to develop their training ability

The skills needed in carrying out these tasks are covered in earlier modules in the J category. In this module, we will be addressing the types of coordination visits that you need to make **routinely** throughout the year—visits that focus on the students and their progress on the job.

One purpose of such routine visits is to become better acquainted with actual **employment conditions** and with the student's current **assignments** and **responsibilities** on the job. This can best be accomplished by actually observing the student while he or she is performing on the job. Through such observations, you can accomplish the following:

- Gather information that will help you evaluate student progress.
- Determine what additional training activities are needed by the student.
- Determine how you can provide the student with additional related help in the classroom.
- Determine what, if any, changes need to be made in the student's training plan.
- Determine what, if any, problems exist that need to be addressed.
- Determine how adequate the training program is.
- Determine whether safety, health, and legal requirements are being met.

The other major purposes of coordination visits are related to what you determine during these observations. Depending on the nature of your findings, you may use a coordination visit to do one or more of the following:

- Confer with the on-the-job instructor concerning a problem or a need for additional training.
- Confer with the employer about the quality of the training being offered.
- Confer with the student about a problem or about his or her training needs.
- Confer with both the student and the on-the-job instructor about a problem or concern.
- Work with both the student and the on-the-job instructor to adjust the training plan.

There are some additional benefits to be derived from these coordination visits that do not directly relate to student progress. During your contacts with employers and on-the-job instructors, you can make these persons aware of the ongoing activities of the vocational-technical programs at your school or college.

In addition, you may be able to enlist their assistance in carrying out public service or fund-raising projects, supplying guest speakers to talk to students on topics of special interest, or serving as members of your occupational advisory committee. Finally, they can provide you with information about opportunities for full-time employment for graduating students or help you become more familiar with trade terms, technical information, and required job skills.

Coordination visits made for such purposes will help you (1) to maintain regular and open communication between all parties involved and (2) to ensure a high-quality training station and co-op program.

Scheduling Coordination Visits

The frequency with which regularly scheduled coordination visits are needed may vary from one situation to another depending on such factors as the following:

- The amount and quality of instruction being provided by the on-the-job instructor
- Individual preferences indicated by an employer or on-the-job instructor
- The size of the community and the relative locations of the training stations
- The number of students in the program and the number of different training stations in which they are placed
- The personality, maturity, and occupational competence of the students

In any case, you should schedule a **regular coordination visit** with each student at least **once a month**, although variations may be common and necessary. For example, at the beginning of a student's on-the-job experience, he or she may need to be visited every two weeks. Some students may even require assistance every week initially, while others may need to be visited only once every three or four weeks.

More important that a set number of visits, however, is the judgment you exercise in determining the frequency and length of the visits you need to make at a **particular** training station based on the needs of **individual** students.

There is no rule of thumb for how long a coordination visit should be, but visits involving the time of the employer and on-the-job instructor (evaluations, training plan adjustments, and problem-solving conferences) should usually not last longer than an hour. In special instances (e.g., a conference to solve a critical problem), you may need more than an hour, but it is wise to clear this with the employer first.

Your observations of students may require more than an hour. Some visits, on the other hand, may last only 15 minutes or less if the reason for the visits is limited in scope (e.g., checking to see if a student's attendance has improved or showing a student's in-school related project to his or her on-the-job instructor).

The best guideline to use in determining the length of any visit is to schedule enough time to accomplish the planned purpose, but not so much time that you waste your time and that of the employer, the on-the-job instructor, or the student. Good judgment and common sense should be adequate guides in making these decisions.

One method that is helpful in planning an effective schedule is to use a **coordination visit calendar**. Samples 1 and 2 illustrate monthly and weekly coordination schedule forms that can be used to develop a schedule of **activities** and determine the **number of visits** you will make and the dates on which you will make them. This helps to ensure that you neither spread yourself too thin nor fail to make effective use of the time that you do have available. The calendar can be completed using the following steps:

1. Fill in **school or college activities** (e.g., assemblies, vacations, grading periods) on both the monthly and weekly schedule forms.
2. Fill in **other activities** (e.g., scheduled classes and appointments) for which you are responsible.
3. Fill in specific **dates** for visits to each student, taking into consideration the following factors:
   - Any preferences the employer or on-the-job instructor may have expressed regarding the frequency of visits
   - The times during which each student is actually on the job
   - The times during which you have been told visits would be convenient
   - The possibility of grouping visits by geographic areas to save time and energy
   - The degree of competence and security of each student
   - Your personal knowledge of any visits that may be needed (e.g., to follow up on previous visits, to solve problems, to provide support when a new and difficult task is to be undertaken, or to monitor activities when excessive hours or layoffs are probable)

Although a carefully planned program of coordination visits should minimize the need for nonscheduled visits, complications may still arise, and you must provide time to handle them. Thus, it is important to have a schedule that is not so full or so rigid that visits to provide additional assistance cannot be incorporated into the schedule.

To firm up your calendar, it is important to phone each employer or on-the-job instructor to **confirm** an appointment for a specific date and time. In some cases, an employer may prefer that you "drop in" at any time. However, whichever method you use should be with the employer's permission and at his or her convenience.

You also need to check with the employer regarding **ground rules** for the visits. Visitors may not be allowed in some areas; certain employees may resent being observed by an outsider or may fear being replaced by outsiders. Union policies and management policies cannot be changed to accommodate your needs at all times. Having clearly understood ground rules laid out in advance can prevent problems, conflicts, or embarrassing situations from occurring later.

Once a schedule has been developed and firmed up, a copy should be given to the appropriate school or college administrator and/or posted in the main office. It is important that your daily coordination itinerary be available so that students, employers, and school personnel can reach you if needed.

You need to keep this itinerary up-to-date insofar as possible. However, you will need to make everyone aware that the schedule may not always be accurate because of emergencies or unforeseen needs of students, on-the-job instructors, or employers. These emergencies should be the exception, however, not the rule.

If administrators can account for your time and activities, it gives credibility to the co-op program and justifies your released time. Some teacher-coordinators also submit a monthly summary report to verify the continued development and progress of the students and the program.

SAMPLE 1

MONTHLY COORDINATION SCHEDULE

Month _____ **Year** _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SAMPLE 2

WEEKLY COORDINATION SCHEDULE

Week Ending _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Preparing for Coordination Visits

Coordination visits may be planned and prepared for several weeks—or even months—in advance. Inevitably, unique needs will arise and some nonscheduled supervisory visits will be required. However, the frequency of such "emergency" situations can be reduced if you carefully plan and prepare for your regularly scheduled visits. By making effective use of the time you have scheduled through advanced planning, fewer emergencies should arise.

In preparation for each coordination visit, you should do the following:

- Identify the specific purpose of the visit in terms of what you plan to accomplish with the student.
- Identify the specific purpose of the visit in terms of what you plan to accomplish with the employer or the on-the-job instructor.
- Identify specific activities that will enable you to accomplish the purposes of the visit.
- Assemble copies of all the forms and reports you will need during the visit.
- Ensure that you have an updated copy of the training plan for each student you will visit.
- Assemble copies of all records and reports related to previous visits, such as coordination visit reports, observation/evaluation reports, and weekly reports.

By reviewing the data from past visits, you can identify items you need to follow up on in the upcoming visit. With purposes and activities identified in advance, each visit should be productive.

Making the Coordination Visits

Every coordination visit should have its own particular purpose. One very important visit involves **orienting** each student to his or her first day on the job. It is advisable to meet with the employer, the on-the-job instructor, and other training station personnel in advance to determine the most logical procedure for orienting the student to his or her new role and to determine who will be responsible for this orientation.

A checklist of suggested orientation activities, such as the following, should be worked out during the meeting:

- Explain the student's duties to him/her.
- Give the student a tour of offices, equipment, supplies, and facilities.
- Introduce the student to co-workers and others he/she may come into contact with on the job.
- Inform co-workers of their responsibility to the student.
- Introduce the student to his/her on-the-job instructor and inform him/her from whom orders are to be taken.
- Inform the student of starting time, quitting time, lunchtime, check-in procedures, safety procedures, and so on.
- Inform the student of any required uniforms or dress codes.
- Explain time-recording procedures, pay schedules, deductions, and employee benefits.
- Provide information regarding possibilities for promotion, special union agreements, worker's compensation, and federal health and safety regulations.

By following such a procedure, you can help get everyone started in a positive manner and set the tone for future coordination visits.

As you make subsequent coordination visits, you may wish to make notes or use a **rating form** (see sample 3) to assess the quality of the training station. In selecting the training station, you should have completed such a form. By reevaluating periodically, you will be able to make an objective decision about whether to use the training station again in future years.

To evaluate the quality of instruction being given to the student at the training station in relation to the tasks included in the training plan and the future needs of the student, a **training profile** (see sample 4) can be completed periodically during coordination visits.

You can better pinpoint specific strengths and weaknesses of a training program through this kind of periodic evaluation. This, in turn, can allow you to plan student experiences that are most compatible with the strengths of the training station and the on-the-job instructor.

When the main purpose of a coordination visit is observation/evaluation, you should focus on the following:

- The student's proficiency in specific skills and assigned tasks
- The student's attitudes, work characteristics, traits, and so on
- The student's ability to get along with co-workers and/or the public
- The student's strengths and weaknesses

Other aspects of student progress may be noted through observation, but those mentioned above are especially important for assessing continued development and on-the-job progress. To record these **observations**, a specific form, such as that shown in sample 5, should be used. A more detailed written report may be prepared if necessary.

SAMPLE 3

EVALUATION OF TRAINING STATION

☐ AG ☐ H. EC.
☐ DE ☐ BOE
☐ HEALTH ☐ T & I
☐ OTHER

Name of Firm _____ Date Visited _____

Address _____ Owner's Name _____

Contact Person _____ Title _____ Dept. _____

Type of Business _____ No. of Workers _____

Possible Beginning Jobs for Work Stations:

Job Title _____ No. of Workers at this level _____

Job Title _____ No. of Workers at this level _____

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
1. Interest of management in training program				
2. Interest of supervisors in trainees				
3. Suitable occupations for training				
4. Opportunity for variety of work experience				
5. Facilities available for training				
6. Employment opportunity after graduation				
7. Opportunity for advancement				
8. Pay scale commensurate with other workers in same job				
9. Potential for continuous employment				
10. Accessibility to school				

11. Lack of hazards				
12. Equal opportunity for employment				
13. Facilities accessible to the handicapped				
14. Willingness to accept trainees as part of regular work force				

OVERALL EVALUATION (Check One)	EXCELLENT ( )	GOOD ( )	AVERAGE ( )	FAIR ( )	POOR ( )

Potential Job Supervisors: Name _____ Title _____ Dept. _____

Name _____ Title _____ Dept. _____

_____

Coordinator

UTHE/79

SAMPLE 4

TRAINING PROFILE

☐ AG ☐ H. EC.
☐ DE ☐ BOE
☐ HEALTH ☐ T & I
☐ OTHER

FOR PERIOD (Circle:) 1 2 3 4 5 6 Student _____

TASKS OR DUTIES LISTED ON TRAINING PLAN	NO. OF HOURS OF TRAINING		OVERALL EVALUATION OF TRAINING							
			FUTURE NEEDS			QUALITY OF TRAINING				
	Planned	Given	None	Some	Much	Excel.	Good	Aver.	Poor	None
ADDITIONAL TASKS OR DUTIES PERFORMED ON JOB										

SAMPLE 5

COORDINATOR'S OBSERVATION/EVALUATION REPORT

Training Station _____ **Supervisor** _____

Student _____

Date _____ **Time of Visit** _____

Points to Observe and Evaluate	Comments
1. Attitude of the supervisor and other workers toward the student	
2. Specific tasks in which the student is engaged a. b. c. d. e.	
3. Personal appearance, characteristics, traits, etc.	
4. Interest in work and ability to work with others	
5. Strengths and weaknesses and problems encountered	

Other Comments: (1) need for related subject matter, (2) need for intensified and/or additional on-the-job experiences, (3) need for training plan adjustments, (4) need for conference, (5) student-learner comments, (6) supervisor comments, (7) other

When a visit is not primarily for the purpose of observation/evaluation, a more **general report form** (see sample 6) can be used. It is important that you distinguish between **visiting** a student on the job and **observing** a student on the job.

A visit may mean spending less than five minutes with a student, just to let the student know you were there checking on his or her progress. You may make notations during a visit concerning comments that were made and your general observations. However, the visit does not have as its main purpose a comprehensive, in-depth evaluation of the student, based on observation of his or her actual performance of specific skills while on the job.

The **coordination visit report** (sample 6) can be used for visits and to supplement the **coordinator's observation/evaluation report** (sample 5).

An observation/evaluation of the student is not necessary each time a visit is made; however, it is important to keep up-to-date on activities engaged in by the student. One way to keep up-to-date is to have students maintain records of their work hours, experiences, and progress on a **weekly report** form (see sample 7).

You can then examine and evaluate these records with both the student and the on-the-job instructor. Weekly reports provide a basis for determining (1) areas of confusion or concern on the part of the student, (2) whether the objectives in the training plan are being met, and (3) whether changes or adjustments need to be made in the training plan, the on-the-job instruction, or the related-instruction classes.

SAMPLE 6

COORDINATION VISIT REPORT

Name _____

SCHEDULE
Date _____
Hour _____
Minutes for Visit: _____
Period: 1 2 3 4 5 6
Visit Requested by: Student Supervisor Coordinator

PURPOSE OF VISIT	(Check)
Observation of Student at Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

By Job Supervisor/Employer:

Other:

_____

Coordinator

UTHE/79

SAMPLE 7

WEEKLY REPORT

Name _____ Week ending _____

Firm _____

HOURS WORKED

LIST ROUTINE TASKS	S	M	T	W	T	F	S
LIST NEW TASKS							
TOTAL HOURS WORKED DAILY							

TOTAL HOURS WORKED THIS WEEK _____

Describe in a paragraph some event that happened this week that made you feel good.

Describe in a paragraph some event with which you had a problem or which made you feel uncomfortable.

List in exact words any criticisms or compliments you received this week.

UTHE/72

Another way of keeping accurately informed about a student's progress is to have the on-the-job instructor provide you with periodic reports. These reports may be either written or oral or both. You will usually get a brief, informal, oral progress report from the on-the-job instructor each time you make a coordination visit, but this information may not be detailed enough.

Therefore, it is recommended that you have the on-the-job instructor submit a more structured written **progress report** at regular intervals (see sample 8). These written reports serve to supplement the informal oral reports and to indicate whether your own observations have been valid. They also further point out student progress, strengths and weaknesses, and additional actions that may need to be taken.

Whatever the type of coordination visit you are making, you need to spend some time with the student and with the on-the-job instructor **after** the visit has been made. During this time, you can discuss problems and concerns and plan solutions. These postsessions should not be held only to discuss problems, however; this is a good time to praise student progress and acknowledge high-quality instruction.

If adjustments must be made in the training plan or if problems must be solved, it is often advisable to meet with the student and the on-the-job instructor together so that an understanding may be reached concerning the adjustments to be made to the plan and the course of action to be pursued in solving the problem. One procedure that you may use in helping students solve problems related to on-the-job instruction includes the following steps:

- Refer to student records for background information when necessary.
- Assist the student in identifying the problem.
- Assist the student in identifying possible solutions.
- Seek additional solutions or suggestions from the on-the-job instructor.
- If necessary, secure additional assistance.
- Assist the student in selecting a solution.
- Assist the student in testing out the solution.
- Follow up later to be sure that the problem has been solved.

Using this procedure not only helps solve the immediate problem, but it gives students a basis for solving future problems on their own.

At the conclusion of each coordination visit, you need to check to see that reports are properly labeled and dated and that all observations, comments, and recommendations have been noted. These records can then be filed so that they will be readily available to use in planning subsequent visits, planning related-instruction classes, and evaluating student progress.

SAMPLE 8

PROGRESS REPORT

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Name: _____

Evaluation Period: 1 2 3 4 5 6 **From** _____ **to** _____

By prior agreement this student was assigned to the tasks listed below. If the student has been asked to work on other major tasks, please add them to the list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASKS	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXCEL.	FAIR	GOOD	EXCEL.	

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: Gets to work on time No. of Times Absent ____ No. of Times Tardy ____				
Appearance: Neat, well groomed, appropriately dressed				
Dependability: Prompt, trustworthy, follows directions, meets obligations				
Adaptability: Catches on fast, follows detailed instruction well, can switch jobs easily				
Ability to get along: Cooperative, well mannered, has social and emotional stability				
Job attitude: Enthusiastic, a good team worker, willing to work and cooperate, desires to improve				
Initiative: Able to work without supervision, sees things to do				
Accepts suggestions: Eager to improve, seeks assistance, follows through				

Do you think this student is performing as well as any other beginning worker in the same job?
☐ Yes ☐ No ☐ Not sure (Why?) _____

Do you plan to ask the student to assume new duties in the next two months? ☐ Yes ☐ No

If yes, what duties? _____

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date _____ Signature _____

Company _____

UTHE/72

For further information on coordinating and supervising on-the-job instruction through coordination visits, you may wish to read sections dealing with this topic in one or more of the following supplementary references:

- *A Guide for Cooperative Vocational Education*
- Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*
- Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook*
- *Cooperative Vocational Education Guide for Coordinators and Administrators* (which focuses on postsecondary programs)
- Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems*
- Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept*
- A guide to cooperative education produced by your own state department of education or a local university

Guides such as these present a variety of guidelines, criteria, and planning techniques that have proved successful in the respective cooperative programs.

If you have specific questions related to your reading or if you would like additional information or advice about planning, preparing for, scheduling, and making coordination visits, you may wish to arrange through your resource person to interview an experienced teacher-coordinator. You may wish to structure the interview around certain key questions, such as the following:

- How does he or she go about structuring a schedule? How many visits per student does he or she allow? How much "free" time for handling emergencies does he or she allow?
- What activities are included in an ordinary visit? What emergency situations has he or she had to deal with?
- What guidelines does he or she use in handling problems?
- What helpful hints can he or she offer to help you avoid possible pitfalls?

The following items check your comprehension of the material in the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 8–22. Each of the eight items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. As a teacher-coordinator, what types of assistance can you provide to students during coordination visits?

2. What types of assistance can you provide to employers and on-the-job instructors during coordination visits?

3. What types of information can you get during coordination visits from (1) the on-the-job instructor and (2) the student?

4. How can information gathered during a coordination visit be used?

5. How can a coordination visit calendar assist you as a teacher-coordinator?

6. Why is it important for you, as a teacher-coordinator, to **prepare** for each coordination visit?

7. In what ways do evaluation reports completed by you and the on-the-job instructor assist in improving on-the-job instruction?

8. What benefits can be derived from a group conference concerning the student's on-the-job experiences?

NOTES

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. As a teacher-coordinator, you can assist students by helping them to **adjust** and **progress** on the job. You may help to plan orientation activities for students, give advice concerning weaknesses, assist students in solving problems, help students evaluate their own progress, provide positive reinforcement concerning strengths, or explain steps and procedures students may use to improve their skills or their on-the-job relationships with others.

   You can also assist the students by working closely with their on-the-job instructors to keep the training running smoothly, to identify intensified and/or additional training experiences that may be needed, and to adjust the training plan accordingly. Finally, you can assist students by keeping the lines of communication open between all involved parties and by maintaining the quality and safety of the training program being provided.

2. You can assist the employers and on-the-job instructors by helping them to plan training activities for the students, providing them with related training materials, and suggesting ways, based on your observations, that they can improve their training. If problems arise with a particular student, you can work cooperatively with training station personnel to solve those problems.

   You can also help on-the-job instructors to evaluate student progress and determine when a student is ready to move on to new activities. Finally, you can assist on-the-job instructors by providing students with information and experiences in related-instruction classes that reinforce and expand upon the on-the-job training experiences.

3. During coordination visits, you need to get from the on-the-job instructor and the student any information that could enable you to assist the student in progressing on the job and ultimately achieving his or her career goal. This information can be gathered through reports prepared by the student and the on-the-job instructor, such as a weekly report or progress report, or through informal conferences with the student and instructor.

   The information should include (a) indication of student progress in the skills identified in the training plan, (b) experiences the student is having, (c) special strengths and weaknesses in the student's performance, attitudes, or relationships with others, and (d) actions that should be taken to reinforce strengths and correct weaknesses.

4. The information you gather should give you an accurate and fairly thorough picture of how well the student is performing on the job. You can use this information to determine corrective actions that need to be taken to improve the student's on-the-job progress. It can help you determine what steps you need to take in providing more assistance (or perhaps less) to the student or in helping the instructor in his or her training efforts.

   The information also gives you a basis for selecting related instruction and on-the-job experiences needed by the student. Finally, the information can be used when you follow up on a student's progress to see whether the corrective actions taken have worked, the problems have been remedied, and the student is progressing.

5. A coordination call calendar can assist you in organizing a realistic schedule of visits so that you avoid schedule conflicts. It helps ensure that you schedule **at least** one regular visit for each student every month. It assists you in making sure that you schedule and use your time efficiently and economically and that little of your time is wasted.

   More important, a calendar helps you keep track of visits to be made so that you can adequately prepare for each visit **in advance**. It also provides a means of keeping school or college administrators informed about your whereabouts and activities, thus also justifying your use of the released time in your schedule.

6. One of the most important reasons for preparing for each coordination visit is that preparation ensures that the visit will be of maximum **productivity** and that time will not be unnecessarily wasted. Being prepared will provide a business-like atmosphere that will help to get the job done.

   Proper preparation means that (a) you have the necessary reports and records of past visits ready to take with you to use in following up on past actions taken or problems encountered, (b) you have assembled copies of all the blank forms that you will need for the visit so you do not need to rely on mental notes or haphazard notations, and (c) you have reviewed the student's past progress and **planned** the specific **purpose** of the visit and identified **activities** you need to complete during the visit.

7. Evaluation reports indicate the proficiency level attained by each student to date. They serve to formalize the evaluation process, making it more valid and reliable. They help you, the on-the-job instructor, and the student identify the student's strengths and weaknesses and determine what areas the student must concentrate on in order to improve. They help identify areas in which new or additional training experiences or related instruction may need to be provided in order for the student to achieve his or her objectives. Evaluation reports can also point out the need for scheduling a group conference to solve problems.

8. Conferences can provide a setting that will personalize students' on-the-job experiences. They give students a chance (a) to discuss their reactions to the on-the-job training and their perceptions of their progress on a one-to-one basis with you, the teacher-coordinator, or (b) to work through problems with their on-the-job instructors with your support and assistance.

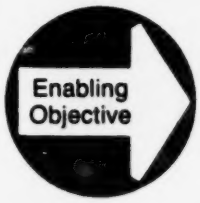
   During a conference, students can discuss past and present experiences, problems, successes, and have a chance to express their likes and dislikes. They can suggest future activities they would like to be involved in. They can work with you to solve problems. You have a chance during a conference to help the student understand the ratings he or she has received from you and the on-the-job instructor.

   Conferences are also an excellent means of keeping the channels of communication open so that the student feels that he or she is actively participating in his or her training and so that a positive training environment is maintained.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 8–22, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Given a case problem containing data on the job placement locations and schedules of students in a cooperative program and data on the teacher-coordinator's schedule, plan a schedule of coordination visits.

You will be reading the Case Problem, pp. 30–32, and using this information to plan a monthly schedule and weekly schedule of coordination visits.

Your competency in planning a schedule of coordination visits will be evaluated by your resource person, using the Scheduling Checklist, p. 33.

The following case problem describes a hypothetical co-op program in which you are to assume the role of teacher-coordinator. Read the case problem, which includes data on (1) the number of students in the program, (2) their job placement, (3) their working hours, (4) the geographic locations of their training stations, (5) their on-the-job instructors, and (6) your schedule of classes and activities. Then use these data to schedule coordination visits on the Monthly Coordination Schedule, p. 31, and the Weekly Coordination Schedule, p. 32. On the monthly schedule, identify which students are to be visited each day. On the weekly schedule, identify the times for each visit.

CASE PROBLEM

Assume you are a teacher-coordinator in a cooperative vocational education program in your area of specialization. You teach 34 students in two different classes of related instruction, scheduled for the third and fifth periods of a seven-period day. Third period begins at 9:50 a.m. and ends at 10:40. Fifth period begins at 11:40 a.m. and ends at 12:30. Your 34 students are employed by 20 different cooperating employers. They are supervised by 31 different on-the-job instructors.

Geographically, training stations are clustered in three areas as follows:

Area I

Student No. 1
Student No. 2
Student No. 3
Student No. 4
Student No. 5
Student No. 6
Student No. 7
Student No. 8
Student No. 9
Student No. 10
Student No. 11
Student No. 12
Student No. 13

Area II

Student No. 14
Student No. 15
Student No. 16
Student No. 17
Student No. 18
Student No. 19
Student No. 20
Student No. 21
Student No. 22

Area III

Student No. 23
Student No. 24
Student No. 25
Student No. 26
Student No. 27
Student No. 28
Student No. 29
Student No. 30
Student No. 31
Student No. 32
Student No. 33
Student No. 34

The following sets of students are supervised by the same on-the-job instructor: 10 and 11; 16 and 18; 23, 29, and 32.

A group of 10 students work only in the morning, 21 work afternoons, and 3 work evenings and Saturdays. The following students work **morning hours**:

Student No. 6
Student No. 7
Student No. 12
Student No. 15
Student No. 16
Student No. 18
Student No. 19
Student No. 22
Student No. 23
Student No. 34

The following students work **evenings and Saturdays**:

Student No. 24
Student No. 30
Student No. 33

The employers of the following students would prefer that you not make your visits during the last two hours of the work day (3–5 p.m.).

Student No. 8
Student No. 9
Student No. 14
Student No. 31
Student No. 32

You have already filled in some of the activities that will affect your schedule: special school events and committee involvements. Such activities are part of your responsibilities as a teacher-coordinator and must be attended.

MONTHLY COORDINATION SCHEDULE

Month OCTOBER **Year** 1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
X	X	1	2	3	4 Vocational Club Car Wash 3:00-6:00	5
6	7	8 Faculty Meeting 2:30-3:45	9	10 District Coordinators Meeting 1:30-4:30	11	12
13	14	15	16 Plan. Comm. for New Area Vocational School 1:00-5:00	17	18 No School for Students Teacher Inservice Day	19
20	21 Local Officer Leadership Workshop 1:30-6:30	22	23	24	25 Advisory Committee Meeting 1:30-4:30	26
27	28	29	30	31 Monthly Report Due--Meeting with Voc. Director 1:30-4:00	X	X

WEEKLY COORDINATION SCHEDULE

Week Ending October 11

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-8:50						
8:55-9:45						
9:50-10:40						
10:45-11:35						
11:40-1:10 (includes lunch)						
1:15-2:05						
2:10-3:00						

After you have planned your schedule of coordination visits, arrange to have your resource person review and evaluate your plan. Give him/her the Scheduling Checklist, p. 33, to use in evaluating your work.

SCHEDULING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

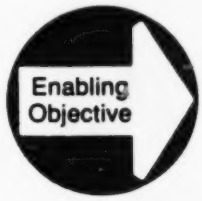
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. The teacher identified which students are to be visited each day of the month	☐	☐	☐	☐
2. The time of day identified for each student to be visited fits:				
a. the student's regular work hours	☐	☐	☐	☐
b. the employer's preferences	☐	☐	☐	☐
c. the school activities scheduled	☐	☐	☐	☐
d. the teacher-coordinator's other responsibilities	☐	☐	☐	☐
3. The teacher scheduled at least one regular coordination visit for each student	☐	☐	☐	☐
4. The schedule allowed for efficient use of time and travel by having visits scheduled to the same area on the same day	☐	☐	☐	☐
5. The teacher allowed time on the schedule for extra coordination visits that might be needed or emergency situations that might arise	☐	☐	☐	☐
6. The schedule is readable and straightforward so that administrators could use it to locate the teacher-coordinator at any time	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 8–22, and the Case Problem, pp. 30–32, revise your schedule accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW



Given data on a hypothetical student and his training station situation, make and record observations and recommendations.

You will be reading the data on Wayne Moore and his training station situation, pp. 36–54, in preparation for making some emergency coordination visits.

You will be reading the Case Script, pp. 55–57, of the interviews between Wayne, his teacher-coordinator, and the employer. Or, you may listen to the interviews on the following tape: Uthe, "Wayne in a Job Situation."

You will be assuming the role of the teacher-coordinator and, based on your "contacts" with Wayne and his employer, completing a Coordination Visit Report, p. 59.

You will be evaluating your competency in making and recording observations and recommendations by comparing your completed Coordination Visit Report with the Model Report, pp. 61–62.

Activity 1

On pp. 37–54, you will find data on Wayne Moore, a student in the cooperative vocational program. Included in the data are the following items:

- An application for admission to the cooperative program that Wayne completed
- Wayne's cumulative record
- An analysis of Wayne's recruitment interview, written by you, the teacher-coordinator (William Hodson)
- Three teachers' recommendations regarding Wayne's strengths and weaknesses
- A student profile completed by you, the teacher coordinator, summarizing Wayne's achievements and potential for success in achieving a stated career objective
- Your written evaluation of the training station at which Wayne has been placed
- A copy of the training agreement completed for Wayne
- The first page of the training plan developed for Wayne
- Two weekly reports filled out by Wayne
- A progress report filled out by Mr. Newton, Wayne's employer, on April 5
- A training profile you used to evaluate Wayne's progress on April 7
- Two coordination visit reports you completed in March

Assume that you have received a telephone call from Mr. Newton, Wayne's employer. It is April 15, 1986. Mr. Newton indicates that Wayne has not arrived at work yet and has not called in sick. You check around school, but Wayne is not there, so you decide to check his home. If he is there, you plan to take him to work to confer with both him and his employer. You call Mr. Newton to tell him of your plans and to make sure it would be convenient for him to be involved in a conference later in the day. It is. Before leaving for these emergency visits, review the data you have on Wayne to date so you will be prepared for the visits. Note any problems or potential concerns.

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Wayne Moore Date 2/14/86 Grade 11th

Address 1920 4th St. N.E. Telephone 362-9571

Age 16 Height 5' 8" Weight 140 Birthday 3/9/69 Social Security No. / /

Do you have any physical disabilities? Yes ☐ No ☑
If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)

Health Good Hobbies Movies

Activities—Athletic _____ School _____

Religious Cathlic Community _____

FAMILY BACKGROUND

Father:
Name _____ Street _____

Occupation _____ City _____ ZIP _____

Mother:
Name Gloria Street 1920 4th St. N.E.

Occupation Cleaning Lady at Nite City _____ ZIP _____

With whom do you live (check one)? ___ Your Parents ___ Father x Mother ___ Guardian x Other
If other, please specify relationship wive

Number of brothers 2 Ages 14, 11 Number of sisters 1 Ages 13

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
Passed out leflet	Don't know	Oktober

Are you available for summer employment? Yes

Could you drive to work? No Other transportation? Bus

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	U.S. History	Gibson	109
2	Shop	Krause	25B
3	Study Hall	Pauck	305
4	Lunch		
5	P. E.	Schrader	Boys Gym
6	English	Luna	201
7	Art	Larsen	10B

What courses do you plan to take next year? I don't know

List three teachers you would ask to recommend you for this program.

Mr. Krause

Mr. Schrader

Mr. Gibson

CAREER INTEREST

How did you learn of Co-op training? Conslor tole me

Why do you want to take Co-op training? to earn money

What kind of a job would you like to train for in this program? Drive-in oner

Which would you prefer to work with (check one)? _____ Your hands _____ Machines _____ People

Given the opportunity to work for any company in this area, which company would you choose?

View & Chew Drive-in

What do you plan to do after graduation? On a drive-in.

What are your future education plans? None

What would you like to be doing five years from now? On a drive in.

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills and efficiency in both the classroom and the world of work.

Signed Wayne Moore
STUDENT

UTHE/72 (adapted)

CUMULATIVE SCHOOL RECORD

Student Wayne Moore Date 2/17/86

COURSES TAKEN	GRADES							
	1984		1985		1986		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	D	D	F	D	F			
General Math/Algebra	D	C						
General Science/Biology	C	D						
World History/U.S. History			F	D	F			
Basic Business	D	D						
Typing			F					
Shorthand								
Bookkeeping								
P.E.	B	C	C	C	D			
Industrial Arts I			C	D	D			
Art I					D			
Tardiness	5	6	9	12	2			
Absences	10	9	35	21	36			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

10 VERBAL REASONING
14 NUMERICAL ABILITY
9 ABSTRACT REASONING
46 SPACE RELATIONS
37 MECHANICAL REASONING
23 CLERICAL SPEED & ACCURACY
16 LANGUGE USE-SPELLING
17 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: 87

HEALTH RECORD: Good

GENERAL COMMENTS:

Was suspended for smoking in classroom 2/22/85
Was suspended for using profanity in a classroom 4/12/85
Attendance has been a problem—
Was married 2/1/86 as girlfriend was pregnant

W. Hobson
Coordinator's Signature

UTHE/72 (adapted)

1. Language Spoken in Household
English ☒ Other ☐
Spanish ☐

2. Youth Lives With
Both Parents ☐ Father only ☐ Other ☒ (specify) Wife
Guardian ☐ Mother only ☒

3. Marital Status of Youth
Single ☐ Separated or Divorced ☐
Married ☒ Widowed ☐

4. Number of Persons
A. Living in Household 6
B. In Family 2

5. Number of Youth's Own Children in Household
0

6. Head of Household is
Father ☐ Mother ☒ Male Guardian ☐
Female Guardian ☐ Student ☐
Other ☐ (specify) _____

7. During Last Week, Head of Household
Worked 35 Hours or More ☒
Worked Less Than 35 Hours ☐
Was Not Working ☐

8. Other Household Members Employed 35 Hours or More Per Week
Father ☐ Brothers/Sisters ☐
Mother ☐ Other ☐

9. Usual Occupation of
Father _____
Mother Cleaning Lady sometimes

10. Estimated Annual Family Income
Below $4000 ☒ From 7000 to 7999 ☐
From 4000 to 4999 ☐ From 8000 to 8999 ☐
From 5000 to 5999 ☐ From 9000 to 9999 ☐
From 6000 to 6999 ☐ $10,000 or above ☐

11. Youth Contributes to Support of Family
Yes ☐ No ☒

12. Youth Resides in Public Housing
Yes ☒ No ☐

13. Family Receives Welfare Assistance
Yes ☒ No ☐

14. Has Youth Held a Job for Which He/She Received Wages?
Yes ☒ If "no" skip
No ☐ to no. 21

15. Currently Working
Yes ☐
No ☒

16. Hours Worked Per Week on Current or Last Job
4

17. Earnings Per Hour On Current or Last Job
1 2 5

18. Has Youth Ever Held a Job of 30 Days or More?
Yes ☐ No ☒ If "no" skip to No. 21

19. No. of Weeks Since Last Job Held 30 Days or More

20. Job Title(s) of Jobs Lasting 30 Days or More

21. Highest School Grade Completed
1 0

22. Has Youth Ever Left High School Before Graduating?
Yes ☒ No ☐

23. Reasons for Leaving School
Academic ☐ Discipline ☒ Graduation ☐
Economic ☐ Health ☐ Other ☐

24. No. of Months Since Leaving School
1 0

25. Prefers to Work
With Hands ☒
With Machines ☐
With People ☐

26. Prefers to Work in (mark two):
Theater
Restaurant ☐ Sales ☐ Nursery/Garden Store ☐ Construction Firm ☐
Office ☐ Gas Station ☐ Grocery Store ☐ Maintenance Work ☐
Garage ☐ Bakery ☐ Nursing Home/Hospital ☐ Discount Store ☐

UTHE/72 (adapted)

COORDINATOR'S ANALYSIS OF WAYNE'S RECRUITMENT INTERVIEW

Poise: Wayne was not poised. He was too casual and flippant.

Attitude: His attitude was flippant, cocky (e.g., "I'm gonna own a drive-in," "Oh I can do anything now"). His tone of voice was sullen and suspicious for the most part. His statements about school were all negative (e.g., "the other junk they teach around here," "I'm not learnin' nothing here anyhow").

Personality: He was open and a bit aggressive. He wasn't unfriendly, but he was slightly hostile and his cockiness didn't help to make a very positive impression.

Verbal Expression: Wayne spoke sloppily. His use of the English language was substandard—not appropriate for interview situations. It would not be adequate for certain jobs, especially those dealing directly with customers.

Initiative: Although he has ambitious plans to own a drive-in theater, there is some evidence that Wayne is fairly lazy. One of the reasons he took art and shop was that "they're easier." When he was hired to pass out leaflets, he only worked a month because "it was getting too cold for this walkin' door-to-door stuff." His initiative was mostly bravado, and he seemed irresponsible.

General Comments: Wayne has a very unrealistic view of his skills, of the skills needed to succeed in a job, and of what is involved in becoming a theater owner. He wants to make lots of money, but he has no idea of how long it takes or how much work is involved. All his questions indicated that he wants to get the best deal he can with the least effort on his part. He is weak on the ability to follow through in a job (e.g., he made a birdhouse but never hung it), and he has a tendency to shrug off any possible weakness in his attitudes and skills as "no big deal."

Career Goals: "Drive-in theater owner." This is unrealistic in terms of his skills, his financial status, and his initiative. However, a theater-related job is not necessarily unrealistic.

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) History

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS	X				
POISE		X			
GROOMING	X				
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He voices opinions occasionally, usually in an attempt to get some attention.

What do you feel are the student's weak points?

Has an extremely short attention span—constantly needs discipline and supervision.
Immature.

Other Comments—

Has great plans for himself. . . At least he sets goals.

Date 2/20/86 Signature Leo Gibson

UTHE/72 (adapted)

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Phys. Ed.

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP		X			
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does well on individual efforts if given a good deal of encouragement.

What do you feel are the student's weak points?

Has problems with anything involving team work—alienates others with exaggerations and bragging.

Other Comments—

Have talked to him several times about cleanliness and personal grooming—definite problem.

Date 2/20/86 Signature Bob Schrader

UTHE/72 (adapted)

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Industrial Arts

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE	X				
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He seems to enjoy working with wood, etc., and can do a nice job if he tries, but he rarely does.

What do you feel are the student's weak points?

Boisterous, yet insecure—seems not to have any friends.

Other Comments—

Have an idea he might do better if he was in school more than half the time

Date 2/19/86 Signature Gene Krause

UTHE/72 (adapted)

STUDENT PROFILE

Name Wayne Moore

CAREER OBJECTIVE (or Position) Drive-in theater manager **Date** 2/20/86

Summarize the student's present achievements and potential for success in the stated career objective. Make specific judgments and suggestions in each of the areas below using data from the Application, Cumulative School Record, Recruitment Interview Analysis, Teacher Recommendation forms, and/or specific diagnostic tests and orientation projects.

1. What type of work does the student think is involved in the career objective? Is it a realistic view?

   Fun things. Picking out movies he wants rather than what sells. Plans on large profit. Not very realistic.

2. What qualifications and training does the student think are necessary for succeeding in this position? How did the student obtain this knowledge?

   None. Information obtained from a friend who worked in a theater in some capacity. Seems to feel that all money taken in is pure profit.

3. Does the student possess the minimal basic skills in reading, math, English, and speech for obtaining a job in this area? For succeeding in reaching the career objective? How well does the student's interpretation fit his or her grade point average, intelligence level, and/or communication abilities? Spelling? Handwriting?

   Needs much improvement in basic skills. However, could probably do some of the jobs available around a theater.

4. Does the student possess at least a minimal level of understanding of the general occupational requirements in such areas as the following: Attendance and absenteeism? Payroll factors and fringe benefits? Attitudes? Cooperation with employer and co-workers? Dress and grooming? Types of work available with his or her abilities?

   Says he understands about absenteeism, etc.
   We'll see when time goes by.

5. Does the student possess specific job skills in this occupational area? If so, what skills? What level? How obtained? Any work experience? Can he or she operate any special machines? Any special talents?

   None necessarily needed at present for maintenance and cleaning except willingness to work. Must acquire understanding of world of work, business management qualifications, etc.

6. Other comments?

   Needs job desperately.

Bill Hodson

Signature

UTHE/72 (adapted)

EVALUATION OF TRAINING STATION

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

Name of Firm Galaxie Theater Date Visited 3/3/86

Address 423 Washington Owner's Name J. W. Browne

Contact Person Don Newton Title Gen. Manager Dept.

Type of Business: Indoor Movie Theater No. of Workers 25

Possible Beginning Jobs for Work Stations:

Job Title Custodian No. of Workers at this level

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
1. Interest of management in training program		X		
2. Interest of supervisors in trainees	X			Father Figure Type
3. Suitable occupations for training		X		Could progress to cashier or concession stand
4. Opportunity for variety of work experience			X	
5. Facilities available for training		X		
6. Employment opportunity after graduation		X		
7. Opportunity for advancement		X		
8. Pay scale commensurate with other workers in same job		X		
9. Potential for continuous employment	X			
10. Accessibility to school	X			
11. Lack of hazards	X			
12. Equal opportunity for employment	X			
13. Facilities accessible to the handicapped		X		
14. Willingness to accept trainees as part of regular work force		X		

OVERALL EVALUATION (Check One)	EXCELLENT ( )	GOOD ( )	AVERAGE (X)	FAIR ( )	POOR ( )

Potential Job Supervisors: Name Larry Glenn Title Head Custodian Dept. Maintenance

W. Hodson
Coordinator

UTHE/79 (adapted)

TRAINING AGREEMENT

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

☐ REGULAR
☒ PART G

School Alton High School

In Cooperation With

Employer Galaxie Theater

Supervisor Larry Glenn

Street 423 Washington

City Altonville Phone 767-1024

Job Title Custodian

Daily Work Schedule

	M	T	W	T	F	S	S
From	1:00	1:00	1:00	1:00	1:00	8:00	
To	5:00	5:00	5:00	5:00	5:00	5:00	

Total Legal Working Hours Per Week _____

Trainee Wayne Moore HR. 30J

Street 1920 4th St. N.E.

City Altonville Phone 362-9571 Zip 48809

Social Security No. 478-90-1062

Grade 11 Age 16 Sex: (M) F

Date of Birth 3/9/69

Rate of Pay $3.35 Deviation: YES (NO)

Date Employment Begins 3/10/86

Expected Completion Date _____

JOB ACTIVITIES

1st Quarter	% Time	3rd Quarter	% Time
		Maintenance—cleaning, vacuuming, trash	100%

2nd Quarter	% Time	4th Quarter	% Time
		Same—plus	90%
		replenish supplies and keep stock records	10%

TITLE OF RELATED INSTRUCTION CLASS	
First Semester	Second Semester

Some Responsibilities of Program Participants

1. Trainee will abide by the regulations and policies of his/her employer and the school.
2. The employer assumes the responsibility of providing the trainee with the broadest occupational experience in keeping with the job activities listed above.
3. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
4. The employment of the trainee shall conform to all federal, state, local laws and regulations, including nondiscrimination against any applicant or employee because of race, color, sex, or national origin.
5. The employer shall contact the coordinator before the trainee is removed from his/her job and notify the coordinator of any violations committed by the trainee.

Student Wayne Moore Date 3/7/86

Parent Gloria Moore Date 3/7/86

Employer Don Newton Date 3/7/86

School Official W. Hodson Date 3/7/86

White—*Office Copy* Yellow—*Employer's Copy*

Pink—*School Copy* Blue—*Trainee's Copy*

UTHE/72 (adapted)

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

TRAINING PLAN

Date 3/10/86 Student Wayne Moore

By D. Newton, Galaxie
SUPERVISOR / COMPANY

By W. Hodson
COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. The TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE Theater Manager	**USOE Code No.** _____	**DOT Code No.** 187.167–154

DOT DESCRIPTION:

Only the first page of the Training Plan is given in this Case. However, in real life, the entire Training Plan should be included in Wayne's folder.

Initiate and operate
Employ and supervise pe
order films, concession
and maintenance supplies; plan advertisting and public relations campaigns; maintain financial records. Cope with everyday operational problems.

CURRENT JOB: Janitor	**USOE Code No.** _____	**DOT Code No.** _____

MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES DESIRED
Clean and vacuum Dust Empty trash Small repairs	Responsible Cheerful Willing to work Neat
MACHINES TO BE USED	**SPECIAL KNOWLEDGE/CONTENT NEEDED**
Vacuum sweeper	

UTHE/72 (adapted)

WEEKLY REPORT

Name Wayne Moore Week ending 3/15/86

Firm Galaxie Theater

	HOURS WORKED						
LIST ROUTINE TASKS	**S**	**M**	**T**	**W**	**T**	**F**	**S**
Vacum Carpets		1	1	1	1	1	2
Cleaned Batroms		1	1	1	1	½	2
Cleaned Food stand		1	1	1	1	1	3
Sweeped Floor		1	½	1	1	1½	1
LIST NEW TASKS							
Put in new Lite Bulbs			½				
TOTAL HOURS WORKED DAILY		4	4	4	4	4	8

TOTAL HOURS WORKED THIS WEEK 28

Describe in a paragraph some event that happened this week that made you feel good.

The boss tol me the first day that I was a hard worker.

Describe in a paragraph some event with which you had a problem or which made you feel uncomfortable.

The oner of the theater came to look things over. He din even say helo to me.

List in exact words any criticisms or compliments you received this week.

UTHE/72 (adapted)

WEEKLY REPORT

Name Wayne Moore Week ending 3/22/86

Firm Galaxie Theater

HOURS WORKED

LIST ROUTINE TASKS	S	M	T	W	T	F	S
Cleaned Batroom			1	1	1	½	2
Cleaned Food Stand			½	1	1	1	2
Pick up Trash			½	1	1	1	2
Sweeped Teater				1	1	1½	2
LIST NEW TASKS							
Vacuum seats		4					
Changed margee			2				
TOTAL HOURS WORKED DAILY		4	4	4	4	4	8

TOTAL HOURS WORKED THIS WEEK 28

Describe in a paragraph some event that happened this week that made you feel good.

Yesterday Mr. Brown let me do the margee by my self.

Describe in a paragraph some event with which you had a problem or which made you feel uncomfortable.

The boss said my har was not clean enuf for the Food stand. He said it look like girl.

List in exact words any criticisms or compliments you received this week.

UTHE/72 (adapted)

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

PROGRESS REPORT

Name Wayne Moore

Evaluation Period: 1 2 3 (4) 5 6 **From:** 3/10/86 **to** 4/5/86

By prior agreement this student was assigned to the tasks listed below. If the student has been asked to work on other major tasks, please add them to the list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASKS	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXCEL.	FAIR	GOOD	EXCEL.	
Change Marquee	✓				✓			✓		
Vacuum	✓			✓			✓			skips areas occasionally
Maintenance	✓			✓				✓		
Clean up	✓			✓			✓			needs to be more careful

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: Gets to work on time No. of Times Absent 1 No. of Times Tardy 2			✓	
Appearance: Neat, well groomed, appropriately dressed		✓		
Dependability: Prompt, trustworthy, follows directions, meets obligations			✓	
Adaptability: Catches on fast, follows detailed instruction well, can switch jobs easily			✓	
Ability to get along: Cooperative, well mannered, has social and emotional stability	✓			
Job attitude: Enthusiastic, a good team worker, willing to work and cooperate, desires to improve			✓	
Initiative: Able to work without supervision, sees things to do		✓		
Accepts suggestions: Eager to improve, seeks assistance, follows through	✓			

Do you think this student is performing as well as any other beginning worker in the same job?
☑ Yes ☐ No ☐ Not sure (Why?) _____

Do you plan to ask the student to assume new duties in the next two months? ☑ Yes ☐ No

If yes, what duties? Take care of the supplies

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date 4/5/86 Signature Don Newton

Company _____

UTHE/79 (adapted)

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☑ OTHER

TRAINING PROFILE

FOR PERIOD (Circle:) 1 2 3 (4) 5 6 **Student** Wayne Moore

TASKS OR DUTIES LISTED ON TRAINING PLAN	NO. OF HOURS OF TRAINING		OVERALL EVALUATION OF TRAINING							
			FUTURE NEEDS			QUALITY OF TRAINING				
	Planned	Given	None	Some	Much	Excel.	Good	Aver.	Poor	None
Vacuum Seats	2	1		X				X		
Pick Up Trash	2	1	X					X		
Sweep Floors	1	1	X					X		
Clean Windows	2	1		X					X	
Change Marquee	3	4		X			X			
Clean Concession	1	1		X			X			
Clean Lavatories	1	1	X					X		
Repair Work	9	12			X	X				
Empty Wastebaskets	1	½	X					X		
Replenish Supplies	5	0			X					X
ADDITIONAL TASKS OR DUTIES PERFORMED ON JOB										
Repair Curtain		1		X			X			
Paint Walls		9		X			X			

COMMENTS:

Date 4/7/86 Signature W. Hodson

UTHE/72 (adapted)

COORDINATION VISIT REPORT

Name Wayne Moore

SCHEDULE
Date 3/17/86
Hour 2:00 p.m.
Minutes for Visit 30
Period 1 2 3 (4) 5 6
Visit Requested by: Student Supervisor (Coordinator)

PURPOSE OF VISIT	(Check)
Observation of Student at Work	✓
Visit with Supervisor	✓
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

Seems to be satisfied with the job; said he was learning about the business.
Needs to improve in getting along with supervisor. Has to learn how to make suggestions tactfully--if at all!

By Job Supervisor/Employer:

Seems patient with Wayne, thinks Wayne is a little "wet behind the ears."

Other:

Has been on time for work daily--amazing for Wayne. Is enthusiastic about duties.
He talks too much--criticizes established methods. Thinks he knows it all and won't take suggestions yet.

W. Hodson
Coordinator

UTHE/79

COORDINATION VISIT REPORT

Name Wayne Moore

SCHEDULE
Date 3/31/86
Hour 1:00 p.m.
Minutes for Visit 15
Period 1 2 3 (4) 5 6
Visit Requested by: Student Supervisor (Coordinator)

PURPOSE OF VISIT	(Check)
Observation of Student at Work	✓
Visit with Supervisor	✓
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

Mentioned he would like to do more repair and maintenance work than all cleaning--said Mr. Glenn did "all the fun stuff."

By Job Supervisor/Employer:

Said Wayne needs to do a better job of cleaning.

Other:

Enjoys doing new things and is enthusiastic about work involving tools and carpentry. Cannot work by himself--needs constant supervision.

W. Hodson

Coordinator

UTHE/79

You (as Mr. Hodson) have visited Wayne in his home, returned with him to work, and conferred with his employer, Mr. Newton. Read the following case script of what was said during these visits: (1) your visit to Wayne, (2) Wayne's conversation with Mr. Newton, and (3) your conversation with Mr. Newton. You may choose instead to listen to the interviews on the following tape: Uthe, "Wayne in a Job Situation." (**NOTE:** The tape is keyed to the Uthe material; thus, at the end of each recorded visit, the narrator asks you to answer questions on a particular answer sheet. Ignore these directions, please.)

CASE SCRIPT

Part I — Time 2:30 p.m., 5th period:

Wayne:
Mr. Hodson, what are you doin' here?

Mr. Hodson:
That's just what I was going to ask you. Mr. Newton from the Galaxie called to say that you hadn't come to work and hadn't called in.

Wayne:
How did ya know I'd be here?

Mr. Hodson:
Well, you weren't at school so I decided to try your house. Is your mother home?

Wayne:
Na, she's vistin' friends. Anyway she goes to work at five. Lynn, she's my wife, is here. But she's sleepin'.

Mr. Hodson:
Okay, maybe I can meet her some other time. Now the question is why are **you** here? Are you sick, or is something else wrong?

Wayne:
I got tired of it down there. I always do all the dirty work, like cleaning bathrooms, and pickin' up trash. Mr. Glenn does the good stuff, like repairing doors and stuff like that. Anyway, I'm sick of being a janitor. It's a real drag. Same stuff every day. I got better things to do with my life.

Mr. Hodson:
Remember, that no matter what kind of a job you have, there are always routine tasks that need to be done.

Wayne:
Ya, but **everything** I do is boring.

Mr. Hodson:
It seems to me that the last report we had from the Galaxie mentioned that you were helping change the marquee, let's see, repair the curtains, and paint walls. It sounds like there was some variety to the job.

Wayne:
Ya, we did some stuff like that, but I don't wanna be a janitor. I want to own a drive-in. I don't want to have to work hard and do dirty work. If I were manager, I could just collect the money and walk around and look things over and give orders. That's all he does when he comes down there anyway.

Mr. Hodson:
Well, Wayne, I think he does a lot more than meets the eye. Someone has to make decisions on what films to order . . .

Wayne:
Ya, and he really orders some stupid ones.

Mr. Hodson:
. . . and decisions, of course, on how much admission to charge, on how to advertise, on how to run the concession stand. Maybe we could arrange a t[illegible] that you could spend with Mr. Newton. T[illegible] you could see all the different tasks he is really [illegible]esponsible for.

Wayne:
That would be okay.

Mr. Hodson:
But the main problem right now is the fact that you didn't go to work today. If there is a problem at work, it isn't solved by not showing up, you know. That just makes the situation worse. If something is wrong, come talk to me and we can work something out.

Wayne:
What good does it do to talk to you? Sure, I might get to spend some time with Mr. Newton, but after that I'll have to do the same old cleaning work again. I'm tired of being a janitor; I want to do something better.

Mr. Hodson:
I know you'd like to have a different job, but you can't expect Mr. Newton and Mr. Glenn to give you more responsibility until you've sort of proven yourself equal to the job you have now. That means coming to work every day and doing all your work cheerfully and thoroughly.

Wayne:
Ya, and then I'll probably have to wait a hundred years before I get a better job.

Mr. Hodson:
I did notice that Mr. Newton was going to ask Mr. Glenn to give you the responsibility of the supplies soon; and if you keep doing a good job down there, I'm sure they will give you additional responsibilities.

Wayne:
I'll believe it when I see it.

Mr. Hodson:
Why don't you go down there right now. There are still two hours left before quitting time. I'll give you a ride and we can stop in and we'll both see Mr. Newton.

Wayne:
Okay, but what will I tell him?

Mr. Hodson:
We'll talk about it on the way downtown, okay?

Part II:

Mr. Hodson:
Good afternoon, Don. Do you have a few minutes to talk with us?

Mr. Newton:
Sure, Bill. Hi, Wayne. Come on in and have a chair.

Wayne:
Mr. Newton, I'm back to work now. I was . . . ah, I won't do this again. I'm goin' to find Mr. Glenn now.

Mr. Newton:
Wait a minute, Wayne. Let's talk for a minute. I don't know what the problem was today and you don't have to tell me. But remember, in the future if you're not going to be here, be sure to call me and let me know.

Wayne:
Okay, Mr. Newton, I will.

Mr. Newton:
We need you here every day. Mr. Glenn can't do all the cleaning himself. If you aren't here to help him, the theater won't be clean, the customers are unhappy, and then we lose business.

Wayne:
Okay, Mr. Newton, I'll remember that.

Mr. Newton:
All right, Wayne. Thank you for stopping to tell me that you're back.

Part III:

Mr. Hodson:
Don, I appreciate the fact that you took the time to call me when you didn't hear from Wayne.

Mr. Newton:
Where was he?

Mr. Hodson:
He was at home.

Mr. Newton:
What's his problem? We can't let this happen again 'cuz I don't have time to look after him.

Mr. Hodson:
I realize this and I don't think it will happen again. Wayne doesn't understand that he has to face problems, not run away from them. Wayne was a little disillusioned with cleaning and janitorial work. I guess he wants to learn how to do more things.

Mr. Newton:
But, we can't teach him more difficult tasks when he hasn't even completely mastered what he's doing now and he still needs **so** much supervision.

Mr. Hodson:
Wayne and I talked about that today, and I know he needs supervision and I'm glad you and Mr. Glenn are so patient with him. He's young, you know, and as a result restless. That's improved some since he's been working here, hasn't it?

Mr. Newton:
Yes, I believe so. Larry Glenn did tell me that he wasn't as flighty as he was when he started. Come to think of it, we were going to give Wayne a partial responsibility for taking care of supplies. But we can't even do that if Wayne isn't going to be here every day.

Mr. Hodson:
Yes, that was mentioned on the last report and Wayne is excited about learning a new job.

Mr. Newton:
Well, I hope he manages to come in every day to do it.

Mr. Hodson:
I think Wayne also understands that if there is a problem, he should talk to me about it. We discussed the fact that he must be responsible for his currently assigned work before, of course, he is given any additional responsibilities.

Mr. Newton:
Good, I hope so.

Mr. Hodson:
You remember that Wayne has hopes of owning a drive-in theater someday, don't you?

Mr. Newton:
Yes, but he'll never make it at the rate he's going.

Mr. Hodson:
Well, he really has no conception of what the theater business is all about. We're going to get into a career exploration unit in class, and it would be a terrific experience for Wayne if he could spend some time with you. And then he'd have some idea of all the various activities you're responsible for.

Mr. Newton:
You'd think he'd have some idea by now. He's been here two months, hasn't he?

Mr. Hodson:
Yes, he has. I think you'd find, though, that he'd be more of an asset to you if he could see how the janitorial and maintenance work fit into the total picture of operating a theater.

Mr. Newton:
Well, maybe we can arrange something. But when could we do it? As it is now, the maintenance work needs to be done every day and I wouldn't want Wayne to miss a day of work.

Mr. Newton:
No, I wasn't thinking of that. I thought that possibly Wayne could be released from his related class, come down early, and then spend some time with you. Would that be convenient?

Mr. Newton:
Yes, just let me know which days, and I'll talk to him about the business.

Mr. Hodson:
Great, thank you. Do you mind if I stop and see Mr. Glenn for a few minutes?

Mr. Newton:
Not at all.

Mr. Hodson:
Thanks again for calling me. I really appreciate your concern for Wayne. We'll see you.

Time: 4:00, 6th period

In the role of Mr. Hodson, follow up your coordination visits on behalf of Wayne by completing the Coordination Visit Report, p. 59.

NOTES

COORDINATION VISIT REPORT

Name _____

SCHEDULE
Date _____
Hour _____
Minutes for Visit _____
Period 1 2 3 4 5 6
Visit Requested by: Student Supervisor Coordinator

PURPOSE OF VISIT	(Check)
Observation of Student at Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS: Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

By Job Supervisor/Employer:

Other:

UTHE/79

Coordinator

NOTES

Compare your completed report with the model report given below. Your report need not exactly duplicate the model; however, you should have covered the same **major** points.

MODEL REPORT

SCHEDULE
Date 4/15/86
Hour 2:30 p.m.
Minutes for Visit 1½ hours
Period: 1 2 3 4 (5) (6)
Visit Requested by: Student (Supervisor) Coordinator

PURPOSE OF VISIT	(Check)
Observation of Student at Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	✓
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

Wayne is dissatisfied with routine "janitor" duties. I explained the importance of these tasks and that proving himself while carrying out his present duties will lead to new responsibilities. I suggested spending time with Mr. Newton to find out more about the business, as Wayne still thinks all a manager does is give orders. He seems receptive. I convinced him to return to work with me. When he spoke to Mr. Newton, he seemed willing to try again.

By Job Supervisor/Employer:

Mr. Newton is unhappy with Wayne's work—especially that he needs such close supervision. I indicated I was pleased with their patience. I suggested they show Wayne the importance of maintenance work in operating a theater. I will work with Wayne in class on a career exploration unit and hope he can spend some time with Mr. Newton during the related class, so that this will provide Wayne with some incentive to work harder. This was agreed to. Mr. Newton may be a little too concerned about getting the dirty work done and a little too unconcerned about **training** Wayne. I will need to watch for indications of this in future visits. Overall, though, Mr. Newton seems very cooperative and patient.

Other:

I should have seen this coming based on my last visit. Wayne said then that Mr. Glenn did all the "fun stuff." I will need to spend some extra time with Wayne during this period. If Mr. Newton will spend some time explaining **his** duties to Wayne and I help Wayne with some career exploration activities, it may help. Wayne also needs more help during related class on grooming, punctuality, getting along with others, and taking directions—perhaps some case studies or role-playing activities would help. I also need to help him understand how his present duties relate to his career goals so he will be motivated to continue. I need to continue to work with Mr. Newton and Mr. Glenn and to follow up on the progress made by early next week.

Level of Performance: Your completed report should have covered the same **major** points as the model report. If you missed some points or have questions about any additional points you made, review the data on Wayne Moore, pp. 37–54, and the Case Script, pp. 55–57, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW

Given a case study describing how a teacher-coordinator handled a coordination visit, critique the performance of that teacher-coordinator.

You will be reading the Case Study, p. 64.

You will be critiquing the performance of the teacher-coordinator described in the case study, using the Critique Form, pp. 65–68.

You will be evaluating your competency in critiquing the teacher-coordinator's performance in making a coordination visit by comparing your completed critique with the Model Critique, pp. 69–70.

Read the following case study describing a coordination visit made by a teacher-coordinator, Mr. Pisano, to one of his training stations. As you read, look for the strengths and weaknesses in Mr. Pisano's performance.

CASE STUDY

David Pisano was making a routine coordination visit to the Ace Chemical Company, the training station for one of his students, Bob Baggins. Outside the plant, two forklift operators were unloading oxygen tanks from a truck. Mr. Pisano noticed that neither of the men was wearing a hard hat as required.

Mr. Lattimer, Bob's on-the-job instructor, met Mr. Pisano in the front lobby and directed him back through several work areas to his office. On the way, Mr. Pisano observed an employee using a circular saw with a safety guard removed. He also saw a machinist working over a polishing wheel without wearing safety goggles.

The interview between Mr. Lattimer and Mr. Pisano went smoothly. Mr. Lattimer indicated that he has been pleased with Bob, and he was very complimentary about Bob's performance on the job and his positive attitude.

As Mr. Pisano was about to conclude the interview, he casually mentioned that Bob's personal safety at work is dependent upon how well Ace Chemical observes and enforces the safety regulations. Mr. Lattimer was very annoyed by this casual comment. He suggested that "if you've got any gripes in that department, go talk to the boss. We believe everyone has to look out for himself around here. There's no one going to stand over you and make sure you don't cut your finger."

Mr. Pisano decided he wouldn't bother the boss about the matter at that time. However, he did plan to make a note of the problem in his coordination visit report for future reference and follow-up.

Before leaving, Mr. Pisano asked, "Is Bob still here today?"

"Yes, he's here until 3:00 on Wednesdays," Mr. Lattimer replied.

However, when Mr. Pisano arrived at Bob's work station, one of the other employees told him that Bob had just left. "Oh well," Mr. Pisano said, "I'll see him at school tomorrow anyway."

As he drove out of the parking lot, Mr. Pisano noticed Bob hitchhiking by the side of the highway. He stopped and opened the door for Bob, saying, "Hi, Bob. Did you miss your bus?"

"No," responded Bob, "I usually just hitchhike. It's more fun and it saves money."

"Well, I never looked at it that way, but I guess you're right," agreed Mr. Pisano.

As Mr. Pisano was driving Bob home, he noticed that Bob kept rubbing one of his eyes. The eye was bloodshot and bleary. Mr. Pisano asked Bob if he was having trouble with his eye and Bob responded, "Well, I got a speck of something in it at work and just haven't had time to go to the doctor yet. They have a company doctor at the plant, but I don't think I'm supposed to go to her since I'm only a part-time employee."

Mr. Pisano thought that over for a minute and said, "I'm not really sure either, Bob. You're insured there, but it takes a lawyer to figure out an insurance policy these days. You could ask around at work, though."

"Yeah, I guess so," Bob said as he got out of the car. "Thanks for the ride, Mr. Pisano."

"You're welcome, Bob," said Mr. Pisano.

Based on the information provided in the case study, critique Mr. Pisano's coordination visit by responding to the questions on the following critique form. Each of the eight items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item. Include in each answer the evidence you have to support your views.

CRITIQUE FORM

1. What was the purpose of this coordination visit? Was this a justifiable reason to visit the training station?

2. What strengths and weaknesses in the student's performance were discussed? How adequate was this discussion? How could it have been improved?

3. What was the quality of the questions Mr. Pisano asked? What additional questions should he have asked, if any?

4. How well did Mr. Pisano handle the safety problem? What could he have done to improve his handling of this problem?

5. What assistance did Mr. Pisano give Bob concerning Bob's work benefits? Was this adequate?

6. Was a future conference planned and discussed? Should other conferences have been considered? If so, for what purposes?

7. In addition to conferences, what actions have been decided on as a result of the visit? What additional actions should be considered?

8. Describe Mr. Pisano's overall competence in supervising on-the-job instruction.

Compare your written responses to the critique form items with the model critique given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUE

1. No specific purpose was stated for the visit. It was just a "routine" visit. However, even a so-called routine visit should have a purpose and should be planned in advance so as to achieve that purpose. There is no evidence whatsoever that Mr. Pisano had reviewed past records on Bob to determine specific questions to ask or particular follow-up activities to complete. In fact, he had to ask if Bob was there or not! There is no justifiable reason for such a visit. A coordination visit should be more than a casual, routine event. It must have a specific, well-defined purpose.

2. Mr. Lattimer discussed Bob's strengths in a very general way. He mentioned no weaknesses. However, since the conversation was casual and general, his comments also may have been general and not very accurate. There may be a number of small weaknesses relative to specific tasks Bob has completed that he felt were too minor to mention during such a brief interview. Mr. Pisano could have improved the adequacy of the discussion by asking more direct questions about specific areas of Bob's training.

3. The questions were generally poor. For one thing, Mr. Pisano had not devised specific questions to ask based on the information in Bob's records and training plan. For example, he could have identified areas that were previously identified as weak and asked if improvement had been made. Or he could have identified projected activities and inquired whether these had been undertaken yet.

   For another thing, he failed to ask all the questions he should have concerning the adherence to safety regulations, the fact that Bob left work early without his instructor's knowledge, Bob's hitchhiking, and Bob's job benefits.

   In order to plan effective actions to solve these problems, he needs adequate information. This information can be gotten by asking good questions. He could have asked Mr. Lattimer (a) whether he was satisfied with the firm's attitude toward safety, (b) whether the boss was satisfied with it, or (c) what the firm's accident record was. He should have stopped back at Mr. Lattimer's office after he determined that Bob had left early to ask whether this was standard procedure. He could have asked Bob for more details about the eye injury.

   If he planned on having Bob take responsibility for finding out about the benefits, he could have asked Bob whether he knew the appropriate person to contact to obtain this information. He also could have asked Bob about his on-the-job training. He never even mentioned that area to Bob, yet he needs to know how Bob thinks he is doing and how satisfied he is with his training program. When he did ask a question, he phrased it in a general way and then failed to follow it up by probing for more detailed information.

4. He handled the safety problem poorly. His comment annoyed Mr. Lattimer, so he let the subject drop. Yet, he had seen enough evidence to suggest that safety regulations were being ignored on the job, and this could be a critical problem.

   Mr. Lattimer's comment that everyone has to look out for himself only further documents a poor safety attitude on the part of this firm's employees. Mr. Pisano should have done the following:

   - Probed the subject more deeply with Mr. Lattimer to determine how widespread the problem is, why this attitude exists, and how familiar Mr. Lattimer is with the regulations
   - Explained to Mr. Lattimer why he, Mr. Pisano, **has** to be concerned with safety on the job as a teacher-coordinator in a cooperative vocational education program
   - Stopped by and arranged to talk to the boss about this concern as soon as possible
   - Discussed the concern with Bob—when Bob told him about his eye, he should have taken the opportunity to explain the dangers of not wearing goggles and the need to follow all safety regulations despite the actions of his co-workers

5. Mr. Pisano gave Bob no assistance in determining what his benefits are. Actually, Mr. Pisano should have ensured that Bob got this information during an orientation to the job. Furthermore, Mr. Pisano should know this information himself. And finally, at this point he should have made sure Bob got the information and acted on it immediately. Bob doesn't seem concerned, so Mr. Pisano should not have left it up to him. The eye needs to be treated, and Mr. Pisano should take the responsibility for ensuring that it is.

6. The only conference that **may** come out of the visit is a conference with the boss concerning safety. Mr. Pisano did plan to make a note that this was an area that needed to be followed up on. However, if he is as nonchalant about setting this up as he had been about everything else he's done, we cannot be sure this conference will ever occur. If the boss indicated he was busy or that the topic annoyed him, it would be typical of Mr. Pisano to let the subject drop.

   He needs to have conferences with the boss and with Mr. Lattimer and Bob about the need for Bob to follow safety regulations. He needs to confer with Bob and Mr. Lattimer to determine more accurately **how well** Bob is doing and **what** he is doing and to reinforce for them the need for Bob to arrive and leave at scheduled times. He also needs to confer with the appropriate persons to determine what Bob's job benefits are and what actions should be taken relative to the injured eye.

7. No proposed actions were mentioned other than the need to follow up on the safety problem. In addition to conferences, Mr. Pisano should be planning actions he can take during the related-instruction class to support Bob's on-the-job training. However, because of the casual nature of Mr. Pisano's visit, he does not really have sufficient data to plan any concrete actions.

8. The overall quality of Mr. Pisano's visit is poor. His general attitude is lackadaisical. He should have been better prepared for the visit. He should have knowledge of the job benefits. He should have made sure Bob knew what the benefits are. He should know that hard hats and goggles need to be worn on certain jobs, that Bob's eye needs to be treated, and that Bob should **not** be hitchhiking. (It is part of the teacher-coordinator's responsibility to ensure that each student has safe, reliable transportation to and from the training station.)

   Based on that knowledge, he should have taken prompt and decisive actions. He should not have decided "not to bother the boss" about the safety conditions at that time. He should not have reacted to Bob's early exit by saying, "I'll see him at school tomorrow anyway." He should not have condoned Bob's hitchhiking by agreeing that it was fun and saved money. His visit was just that: a casual, friendly visit. It did not serve its real function, which is to provide **supervision** for the on-the-job instruction.

Level of Performance: Your written responses to the critique form items should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Coordinating and Supervising On-the-Job Instruction, pp. 8–22, or check with your resource person if necessary.

Learning Experience V

FINAL EXPERIENCE

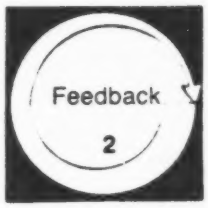
While serving as a teacher-coordinator in an **actual teaching situation,*** coordinate on-the-job instruction.

On the basis of the organization of your cooperative vocational education program, coordinate your co-op students' on-the-job instruction through a planned schedule of coordination visits. This will include—

- planning at least one month's schedule of coordination visits
- planning the specific procedures and materials to be used in conducting these visits
- gathering and recording data on students' on-the-job progress
- making appropriate recommendations based on these data

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange in advance to have your resource person review your documentation and, if possible, observe at least one of your coordination visits.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 73–74.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in coordinating on-the-job instruction.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Coordinate On-the-Job Instruction (J-7)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning the coordination visits, the teacher:						
1. identified which students were to be visited each day of the month	☐	☐	☐	☐	☐	☐
2. scheduled each visit at a time of the day that fit: a. the student's regular work hours	☐	☐	☐	☐	☐	☐
b. the employer's preferences	☐	☐	☐	☐	☐	☐
c. the school activities scheduled	☐	☐	☐	☐	☐	☐
d. the teacher's other responsibilities	☐	☐	☐	☐	☐	☐
3. scheduled at least one regular coordination visit for each student during the month	☐	☐	☐	☐	☐	☐
4. allowed for efficient use of time and travel by having visits scheduled in the same area on the same day	☐	☐	☐	☐	☐	☐
5. allowed time on the schedule for extra coordination visits that might be needed or emergency situations that might arise	☐	☐	☐	☐	☐	☐
6. provided the school or college administrators or main office with readable copies of the schedule	☐	☐	☐	☐	☐	☐
In preparing for the coordination visits, the teacher:						
7. reviewed any records he/she had compiled on each student to be visited	☐	☐	☐	☐	☐	☐
8. identified the specific purposes for making each visit	☐	☐	☐	☐	☐	☐
9. identified specific activities designed to accomplish each visit's purposes	☐	☐	☐	☐	☐	☐
10. identified and gathered materials (e.g., training plan, evaluation reports, weekly reports) needed during each visit	☐	☐	☐	☐	☐	☐
11. planned for individual or joint conferences that would be needed	☐	☐	☐	☐	☐	☐
12. allowed extra time for handling unanticipated concerns	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
13. confirmed the date and time of each visit with the employer or on-the-job instructor	☐	☐	☐	☐	☐	☐
In supervising the on-the-job instruction, the teacher:						
14. ensured that the student was oriented to the job situation, responsibilities, and benefits	☐	☐	☐	☐	☐	☐
15. followed the plans and preparations that were made	☐	☐	☐	☐	☐	☐
16. gathered data on each student's progress through reports, observations, conferences, and informal conversations	☐	☐	☐	☐	☐	☐
17. used the data to plan future activities for the student in school or on the job or to adapt or change the training plan	☐	☐	☐	☐	☐	☐
18. helped students and on-the-job instructors solve problems, if necessary	☐	☐	☐	☐	☐	☐
19. developed an open, working relationship with training station personnel	☐	☐	☐	☐	☐	☐
20. planned follow-up activities to check expected progress and the resolution of any identified problems	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

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